

Resources for Content Area Literacy: Reading & Writing

*** Clearly there are far more useful resources than this short list - please view these resources as a "starter kit" NOT the last word!! They also reflect resources I have of which I have direct knowledge... another obvious limitation!! KF*

1) Skills for School Success - Curriculum Associates 800 225-0248

This is a fabulous set of modules pitched at secondary students developed by noted author researchers, Drs. Anita Archer and Mary Gleason. The modules include: text book reading, learning from lectures/presentations, school organization-time mgt. skills, and more. Very powerful and teacher/student friendly. This resource is so valuable because it does not require any teacher prep to effectively teach!

**** Anita Archer is also one of the most excellent teachers/presenters you will ever meet - don't miss an opportunity to work with her directly!**

2) REWARDS PLUS - Sopris West, www.sopriswest.com, 800) 547-6747

The follow up program by Archer, Gleason, & Vashon to REWARDS - it is actually a content literacy program using Social Studies as the context. Rich passages pitched at about 8th grade level serve as the vehicle for systematically teaching; advanced decoding, fluency, vocabulary, handling multiple choice and short answer comp questions, and summary writing. It is just about the best strategies in context program I've ever seen! (note: REWARDS Plus for Science is now available!).

3) What's Happening? (831) 426-6532, www.whpubs.com

A terrific resource of monthly expository articles on topics related to: California, USA, and the World. Using very topical subjects, the author re-writes the articles to be short-student friendly - and packed with useful information. It also comes in three formats: 7-8 gr. level, 4-5 gr. level, and Spanish - to support differentiated instruction and matching student level to needs. A very cool resource...

4) McREL - Teaching Reading in the Content Areas: If not me then who? www.mcrel.org

This fine collection of strategies by Billmeyer and Barton offer a "one stop shopping" package of excellent strategies for vocabulary, comprehension, etc. They also have out a new book on content literacy and Science. Marzano et al.'s book from ASCD, Classroom Instruction That Works (2002) provides a good synthesis of research validated instructional strategies across content domains - many are related to content area reading.

5) Kate Kinsella - katek@sfsu.org (650) 462-1814

An incredibly gifted teacher, author, thinker, and presenter - Kate's work in Content Literacy - reading, writing, strategic instruction and more is "state of the art". Kate has a very useful book on Content Area Reading put out by Globe Fearon. If you ever have the chance to hear Kate present/teach - don't miss it!

5) Ed Ellis - www.graphicorganizers.com - 205 339-3704

Ed is a graduate of the U of Kansas and is one of the main researchers behind their very successful SIM model for adolescents with learning challenges. Ed's website has a rich array of graphic or cognitive organizers and related tools to help content area teachers accommodate student diversity while keeping the standards robust - Ed calls his work - "watering UP the curriculum"! They offer excellent training, CD ROM,s books, etc. - check it out!

7) SIM - Strategies Intervention Model at U of Kansas - www.ku-crl.org 785 864-4780

SIM is lead by Drs. Don Deshler and Jean Schumaker and is one of the longest running research centers dedicated to solving the problems of older struggling students. They have developed and validated an array of content area teaching strategies, content enhancements, lesson-unit organizers, and more... One very unique aspect of the SIM project is the on-going research validation of all of the strategies they publish - the Institute at UK does a great job of nurturing research and investigation into the complexities of supporting struggling adolescents with both social and academic needs.... have a look!

8) Project CRISS - www.projectcriss.com - 406 758-6440

One of the very first projects dedicated to bringing research based strategies to content area teachers. CRISS "Creating Independence Through Student-Owned Strategies) is a solid approach to providing specific vocabulary and reading comprehension strategies to 7-12 teachers. Their website is well worth a visit!

9) Strategic Teaching & Learning: Standards Based Instruction to Promote Content Literacy in Grades 4-12- available from the Calif Dept of Education (916) 445-1260

Written by a team of skilled folks led by CSU Sacramento's Bob Pritchard, the STL book is loaded with excellent strategies for content area teaching. The only drawback here (like with most books of strategies), is the lack of sufficient detail (e.g. step by step lesson plans) required by most of us to apply an new strategy. That said, it is a fine resource and well worth checking out!

10) Reading for Understanding: A Guide to Improving Reading in Middle & High Schools - Ruth Schoenback et al. from WestEd - (510) 302- 4245/<http://www.wested.org/>

This book and related project (Strategic Literacy Initiative), often referred to as "the Reading Apprenticeship Program" is based on work originally done in a San Francisco High School - with a focus on 9th graders reading about 6-7th grade level. Providing them a targeted class in specific content area reading strategies, metacognitive skills, etc. improved reading comprehension about 2 yrs. for the typical student. The book is very useful for the metacognitive component, less detailed about the specific steps in teaching individual strategies, but well worth a look for more advanced content area literacy support.

Useful Professional Books & Resources for Teachers:

Beck, Isabel L., McKeown, M.G. and Kucan, Linda (2002). Bringing Words to Life, New York, London: The Guilford Press.

- One of the very best books on teaching vocabulary, loads of practical research validated strategies for pre-teaching critical vocabulary - very important for ALL struggling students, especially ELLs.

Blachowicz, C. and Ogle, D. (2001). Reading Comprehension, Strategies for Independent Learners, New York, London: Guilford Press

- A fine scholarly work on practical strategies for teachers to use in improving reading comprehension.

Billmeyer, R. Ph.D. and Barton, M. L. M.Ed. (1998). Teaching Reading in the Content Areas, If not me, then who?, Aurora, CO: Mid-continent Regional Educational Laboratory).

- One of the best sets of Content Reading Strategies available, see www.mcrel.org for more, they also have follow up book for content literacy strategies in Science.

Consortium On Reading Excellence (CORE), (1999). Assessing Reading: Multiple Measures, Novato, CA:

- An excellent compendium of curriculum referenced assessments for students in grades K-8 or older if reading at K-8 levels. Assessments include phonemic awareness, phonics, spelling, vocabulary, and comprehension. Some of the assessments are in Spanish as well.

Curtis, M.E. and Longo, A.M. (1999). When Adolescents Can't Read, Methods and Materials that Work, Cambridge, MA: Brookline Books.

- A good description of a validated approach to teaching older students to read... based on their mentor, Dr. Jeanne Chall's stage theory of reading and successfully implemented at Boy's Town USA.

Harvey, S. and Goudvis, A. (2000), Comprehension Strategies that Work, York, Maine: Stenhouse.

- An excellent overview of comprehension strategies that are effective with students in grades 4-12.

Lederer, R. (1990), The Play of Words, New York, London, Toronto, Sydney, Tokyo, Singapore. Pocket Books

- A fun and useful book to introduce students to idioms & word play of all sorts, very appropriate for older students.... See his website too: <http://pw1.netcom.com/~rlederer/>

Marzano, Robert J., Norford J.S., Paynter, D.E., Pickering, D.J. and Gaddy, Barbara B. (2001). A Handbook for Classroom Instruction that Works, Alexandria, VA: (ASCD).

- One of the best summaries of "what works" in terms of instructional strategies in K-12 teaching, this gets very specific and is not just a "theory book", well worth a look.

Marzano, Robert J. (2004). Building Background Knowledge for Academic Achievement, Alexandria, VA: (ASCD).

- A simple and powerful little book outlining the need to build background knowledge via increasing reading volume and directly teaching important academic terms. A very useful book.

Schmoker, M. (1999). Results The Key to Continuous School Improvement, Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

- A "bible" of school reform/improvement - clarifies in very simple terms the power of having grade level/dept teams: set clear goals, collect student performance data/work, analyze/plan/teach/revise based on student results.

Strategic Teaching and Learning, Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve, Sacramento, CA: California Department of Education.

- A wonderful book of "content literacy" strategies for reading, writing, and vocabulary in grades 4-12. Highly recommended.

"...poor readers can be taught if the program has all necessary components, the teacher is well prepared and supported, and the students are given time, sufficiently intensive instruction, and incentives to overcome their reading and language challenges. Given the right approach, students will buy in. In fact, they'll ask why they were allowed to go so far without being taught to read."

- Louisa Moats

When Older Students Can't Read, 2001